

**ENGLISH LEARNING STRATEGIES USED BY LAO STUDENTS
IN A LAO UNIVERSITY**



**Arranged to meet requirements in order to achieve a master degree in English
Education**

By:

KHAMLAN PHOMMAVONGSA

S400190007

**MASTER OF ENGLISH EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2021**

APPROVAL

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PUBLICATION MANUSCRIPT

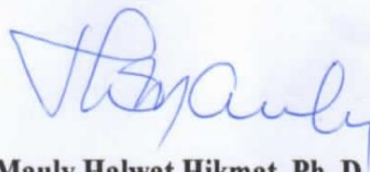
Written by:

KHAMLAN PHOMMAVONGSA

NIM. S400190007

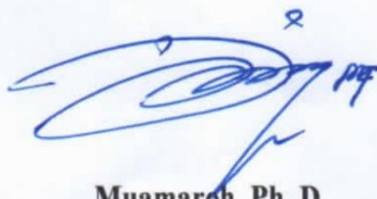
This article has been approved by

Primary Supervisor



Mauliy Halwat Hikmat, Ph. D

Co-Supervisor



Muamarch, Ph. D

APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

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Submitted by:

KHAMLAN PHOMMAVONGSA

NIM. S400190007

Has been examined by the board of examiner on 28 April 2021. All feedback collections and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student


The board of examiners certify the publication manuscript is eligible for submission

The board of examiners

1. Maully Halwat Hikmat, Ph, D
(Primary Supervisor)
2. Muamaroh, Ph. D
(Co-Supervisor)
3. Prof. Dr. Endang Fauziati, M. Hum
(Examiner)

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Surakarta, May 21st, 2021

The Director of Graduate School



Prof. Dr. Bambang Sumarjoko, M. Pd

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The writer



KHAMLAN PHOMMAVONGSA

NIM. S400190007

ENGLISH LEARNING STRATEGIES USED BY LAO STUDENTS IN A LAO UNIVERSITY

ABSTRACT

This study aimed to investigate English learning strategies used by Lao students on: 1) the types of learning strategies used by male and female students, and 2) the dominant types of learning strategies used by male and female students. This study was qualitative research. The participants were 50 students (25 males and 25 females) of English Department, semester II, Faculty of Linguistics and Humanities, Savannakhet University (SKU) in academic year 2020-2021. To collect the data, the researcher used two instruments namely questionnaire and interview. The questionnaire was used to explore students' opinions about learning strategies. The questionnaire was adapted from the Strategy Inventory for Language Learning (SILL) questionnaire form of Oxford (1990) and interview used to investigate students' ways of applying learning strategies. For analyzing data, the researcher used the three steps of interactive model analysis of Miles and Huberman (1984) namely data reduction, data display, and data conclusion or verification. The writer classified types of learning strategies by determining the frequency of amount and percentage of students who used learning strategies in the questionnaire. After the results of the questionnaire have done, the writer interviewed the participants by asking some techniques which they used strategies in their learning English. The results of this qualitative study showed that: both male and female students used six types of learning strategies proposed by Oxford (1990). They applied all of the strategies as memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. Furthermore, the dominant types of learning strategies applied by male students are cognitive strategies. On the other hand, the dominant types of learning strategies employed by female students are memory strategies. Based on the results, it can be revealed that learning strategies are very important for students in learning English progressively. Hopefully, the results can be useful to teachers for aware the students' learning strategies in learning English. Additionally, students can apply suitable strategies for their learning effectively.

Keywords: *learning strategies, types of learning strategies, and the dominant types of learning strategies.*

ABSTRACT

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran bahasa Inggris yang digunakan mahasiswa Loas pada: 1) jenis strategi pembelajaran yang digunakan oleh mahasiswa laki-laki dan mahasiswa perempuan, dan 2) jenis strategi pembelajaran yang dominan digunakan oleh mahasiswa laki-laki dan mahasiswa perempuan. Penelitian ini adalah penelitian kualitatif. Pesertanya adalah 50 mahasiswa (25 laki-laki dan 25 perempuan) Jurusan Bahasa Inggris semester II Fakultas Linguistik dan Humaniora Savannakhet University (SKU) tahun ajaran 2020-2021. Untuk mengumpulkan data, peneliti menggunakan dua instrumen yaitu angket dan wawancara. Kuesioner digunakan untuk menggali pendapat mahasiswa tentang strategi pembelajaran. Kuesioner diadaptasi dari formulir kuesioner Inventarisasi Strategi untuk Pembelajaran Bahasa (SILL) dari Oxford (1990) dan wawancara digunakan untuk menyelidiki cara mahasiswa menerapkan strategi pembelajaran. Untuk menganalisis data, peneliti menggunakan tiga langkah analisis model interaktif Miles dan Huberman (1984) yaitu reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi data. Penulis mengklasifikasikan jenis strategi pembelajaran dengan menentukan frekuensi jumlah dan persentase mahasiswa yang menggunakan strategi pembelajaran dalam angket. Setelah hasil angket selesai, penulis melakukan wawancara kepada peserta dengan menanyakan beberapa teknik yang mereka gunakan dalam strategi pembelajaran bahasa Inggris mereka. Hasil penelitian kualitatif ini menunjukkan bahwa: baik mahasiswa laki-laki maupun mahasiswa perempuan menggunakan enam jenis strategi pembelajaran yang dikemukakan oleh Oxford (1990). Mahasiswa tersebut menerapkan semua strategi sebagai strategi memori, strategi kognitif, strategi kompensasi, strategi meta-kognitif, strategi afektif, dan strategi sosial. Selanjutnya jenis strategi pembelajaran yang dominan diterapkan oleh mahasiswa laki-laki adalah strategi kognitif. Di sisi lain, jenis strategi pembelajaran yang dominan digunakan oleh mahasiswa perempuan adalah strategi memori. Berdasarkan hasil penelitian dapat diketahui bahwa strategi pembelajaran sangat penting bagi mahasiswa dalam belajar bahasa Inggris secara progresif. Semoga hasilnya dapat bermanfaat bagi para pengajar untuk mengetahui strategi belajar mahasiswa dalam belajar bahasa Inggris. Selain itu, mahasiswa dapat menerapkan strategi yang sesuai untuk pembelajaran mereka secara efektif.

Kata kunci: *strategi pembelajaran, jenis strategi pembelajaran, dan jenis strategi pembelajaran yang dominan.*

1. INTRODUCTION

Laos is a developing country. Having English proficiency is one important thing for Lao people to develop country. Thus, the government has seen the importance of English and put it on the curriculum for conducting learning and teaching in all of Lao's education levels. Thus, English is the first foreign language that was taught in public schools up to universities. It is a compulsory academic subject in primary school until high school. But, in line with vocational learning at the university level, English is the first choice of Lao students who are interested in learning the foreign language.

Learning English means the students learn a language for acquiring the knowledge and master four integrated skills such as speaking, writing, reading, and listening. Haycraft (1978) has classified two main skills that students have to master in learning English namely receptive skills (reading and listening) and productive skills (writing and speaking). In fact, learning English to master the four skills is not easy for EFL students; they have to put their passion, persistence, and techniques to acquire the knowledge. Some students feel English is a difficult subject. Finally, they get bored with it. To complete and master English as well as skills, the language learners have to spend a lot of their time confined learning in order to retrieve the knowledge and English competence. Besides, they need to use certain learning strategies to deal with it.

Learning strategies are important and necessary for learning English. It determines the students' progress and achievement. By using them, the learning process will flow as well. Besides, students will get more information and increase comprehension in learning material faster. According to Oxford (2002) learning strategies help the learners learn English easier, faster, more enjoyable, more self-directed, more effective, and more transferable in new situations. When students apply appropriate strategies, they can receive and maintain knowledge stability. Furthermore, it is also the parameter of measuring the English master. Hence, students can be gotten optimized learning quality and enjoy their class by using them.

Learning strategies are defined as the techniques and tactics that the learners apply in practicing language activities. It has a role to facilitate the learners gain academic knowledge in several learning situations. Ghani (2003) stated that learning strategies refer to the learners' actions, behaviours, steps, or techniques that students frequently apply in their learning a second language. Besides, learning strategies are considered the skills that learners use in their learning namely learning skills, thinking skills, resolving skills, expressing skills (Lee, 2010:21). It can be said that the learning strategies are some of the learning behaviours and techniques which the learners use to enhance their knowledge.

According to Rose (2015) and Shatz (2014) the terms of learning strategies are the process and action consciously of learners, they use these strategies to learn and use a second language effectively. Additionally, they also identified learning strategies are the thinking system and actions purposely. Surely the students apply strategies in multiple learning environments, they can get a lot of learning proficiency.

Fauziati (2017) states that using learning strategies are the learners' individual approach to accomplish the tasks. It is the same as Schumacher and Deshler (1992) in Fauziati (2017) claim that learning strategies are an individual's way of organizing and using a particular set of skills to learn contents or accomplish multiple tasks effectively and efficiently. Thus, learning strategies are the steps learners use consciously to improve and develop their learning.

Besides that, the students' learning behaviours are also identified as learning strategies since they are expressed their behaviours to get and absorb the lessons. On the other hand, they also return the knowledge to each other. Hence, it could say that most language learners apply their ways to receive and send the knowledge in their learning process. Therefore, learning strategies are commonly defined as the operations or processes selected by the learners consciously to learn the target language. O'Malley and Chamot (1990:1) learning strategies as special behaviours and/or thoughts that learners use to help them comprehend, learn, or retain new information. In brief, it is like the particular method used by learners throughout

learning language. By employing the right learning strategies, the language learning process will improve significantly.

Chamot (1987) as cited in Macaro (2001:17) also defines learning strategies as the students' techniques, approaches, and deliberate actions that students take to facilitate the learning and recall both linguistic and extent of information. From the different strategies, there are many options that learners select to optimize the chance of success in their learning goals. Learners employ learning strategies when processing new information and performing tasks. These strategies help them to comprehend better and quicker. Therefore, learning strategies are fundamental to success in learning a new language.

In addition, Stern (1992) has studied these learning strategies and has classified the learning strategies into five sub-classes such as management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies, and affective strategies. Another, O'Malley in 1985 has classified language learning strategies into three categories as meta-cognitive strategies, cognitive strategies, and social/affective strategies.

Furthermore, Oxford (2002) in Fauziati (2013) defines learning strategies as a special behaviour or thought process that students apply to enhance the second language. In 1990, she had seen the purpose of learning strategies and classified learning strategies into two main categories such as direct strategies and indirect strategies. The direct strategies deal with the language itself. It is divided into three categories such as memory strategies, cognitive strategies, and compensation strategies. On the opposite hand, the indirect strategies are the general management of language learning. It comprises three sub-classes such as meta-cognitive strategies, affective strategies, and social strategies.

This study was conducted on English students of the English Department, Faculty of Linguistics and Humanities, Savannakhet University. The subject focuses on learning strategies used by male and female students in language learning. Based on the teaching experience and observation female students have performed better than male students, they received the contents and information faster and better than male students while they are learning the same materials and

textbooks. It means that female students have confidence, attention, and cooperation better than male students. Moreover, the dominant evidence proved female students progress in learning as they have the results of grading as same as the average scores are higher than male students. It can be concluded that female students are progressing in learning rather than male. This phenomenon revealed the different gender may have a difference in using learning strategies.

According to this special issue, there are famous scholars studied in this field. Based on the study of Dreyer and Oxford (1996) they found female students used learning strategies and used meta-cognitive strategies rather than male students. Green (1995) realizes that female learners use learning strategies more than male students especially compensation and social strategies. Besides, Ehrlich (2001) agrees that female students have possible superiority in their learning foreign language (as cited in Zoghi et al, 2013:1124), and Samiyan's work (2015) also emphasizes there is a significant difference between male and female students based on using learning strategies.

Additionally, there are general researchers who have studied this issue namely Ansyari et al. (2016) this study aimed to explore the students' language learning strategies preference. The study focused on the learning strategies used by male and female students. This research applied a quantitative method with Independent sample t-test formula. The results found both male and female students applied six learning strategies to their learning English. The findings showed the highest scores (mean) of both genders are meta-cognitive strategies and memory strategies are the lowest strategies which they applied in their learning English. Finally, the results revealed there is no significant difference in the language learning strategies preference between male and female students in learning English at State Senior High School 12 Pekanbaru.

Another research was conducted in 2018 by Mahmud et al. They had researched on learning strategies used by the different gender. They applied mixed-method (quantitative and qualitative). The results revealed that female students used cognitive strategies, compensation strategies, and affective strategies more than male students. On the opposite hand, the male students used memory strategies, meta-cognitive strategies, and social strategies more than female students. In

addition, the findings of the interview found both male and female students have chosen the different learning strategies.

Mahayu (2015) is one researcher who is interested in investigating learning strategies based on the different gender. The subject focused on students at Insan Cendekia Al Mujtaba Junior High School. She has conducted her study by applying the qualitative method. The findings revealed the students used six types of learning strategies purposed by Oxford (1990) such as cognitive strategies, meta-cognitive strategies, memory strategies, compensation strategies, affective strategies, and social strategies. The findings also found the dominant types of learning strategies used by female students are meta-cognitive strategies and the dominant types of learning strategies used by male students are social strategies.

Last, Fauziati et al. (2019) have studied on the NL switching as a compensation strategy of EFL Indonesian school students and its pedagogical implication. This study aimed to identify, describe, and explain the linguistic realization and patterns of the NL switching to compensate for their missing language knowledge and proposing its pedagogical implication. The findings of qualitative study revealed the lexical switching as a compensatory strategy in communication is in the form of Indonesian naturalized borrowed words from Arabic, Indonesian words, Indonesian cognate, and Indonesian abbreviation, while the syntactical switching is in the form of Indonesian collocation, Indonesian construction, and Indonesian conjunction. The findings of this study also provided empirical evidence on NL switching in Indonesian EFL school students' written communication.

The previous studies revealed all of the researches have different points from current research, they are the subjects of research, the places of taking data, the methodologies, techniques, and even instruments of data collection. According to the condition of the current study. This study is the first research that studies on using learning strategies of English students in Savannakhet University.

This present research aimed to investigate the language learning strategies of English students especially to explore the types and the dominant types of the learning strategies used by male and female students, English Department, Faculty

of Linguistics and Humanities. Since the researcher sees the learning strategies applied by genders are pretty different. Hence, the writer is highly interested to study this issue.

The writer took some theories to analyze, be direction, and framework for conducting research namely the theory of Oxford (1990), O'Malley and Chamot (1990), Fauziati (2013), etc. these theories are the most appropriate for analysing data. Furthermore, the results are also creating new exploration and new information on learning strategies field.

2. RESEARCH METHOD

This study was qualitative research, the writer focused only the first year English students, semester II, Faculty of Linguistics and Humanities, Savannakhet University (SKU) in academic year 2020-2021. The participants were 50 students (25 males and 25 females), all of them were collected by randomly. In this study, the researcher applied only two techniques for collecting data, the writer used two instruments as a questionnaire and an interview. The questionnaire used to gain information about the using learning strategies in learning English, the lists of questions were adapted by the Strategy Inventory for Language Learning (SILL) questionnaire model of Oxford (1990) and the interview used to investigate in deep learning strategies information that students frequently use or don't use in their learning English. The writer used open-end questions for collecting data. There were 8 males and 8 females joined in interview this time. These participants are representative of the sample group.

In part of analyzing data, the writer applied three steps of the integrative analysis model of Miles and Huberman (1984) to be framework. According to the theory has identified the way analyzing qualitative research into three steps namely data reduction, data display, and data conclusion or verification. Thus, using this Miles and Huberman's theory helps the writer organizes and analyzes data easier.

3. RESULTS AND DISCUSSION

3.1. Results of Finding

The writer analyzed the data from the questionnaire and interview. The data source came from 50 students (25 males and 25 females), Faculty of Linguistics

and Humanities, Savannakhet University (SKU) in academic year 2020-2021. This section presented the findings based on the research objectives as types of learning strategies and the dominant types of learning strategies used by male and female English students. Based on the findings revealed male and female students applied two types of learning strategies proposed by Oxford (1990) they are direct strategies (memory strategies, cognitive strategies, and compensation strategies) and indirect strategies (meta-cognitive strategies, affective strategies, and social strategy strategies). The dominant types of learning strategies used by male students are cognitive strategies (72%) and the dominant types of learning strategies used by female students are memory strategies (76%). The detail was displayed below:

3.1.1. Types of Learning Strategies Used by Male and Female Students at Faculty of Linguistics and Humanities, Savannakhet University (SKU) in Academic Year 2020-2021

Learning strategies are a significant factor that predicts the students' progress. By using them, students can learn English easier and more comfortably. Based on the findings showed both male and female students applied two types of learning strategies proposed by Oxford (1990) they are direct strategies (memory strategies, cognitive strategies, and compensation strategies) and indirect strategies (meta-cognitive strategies, affective strategies, and social strategy strategies). These strategies were used in different ways based on students' learning conditions. Therefore, there are some differences in using these strategies. The detail was displayed below:

a. Direct Strategies

Direct strategies are a kind of learners' strategies that involve the target language (Oxford, 1990:37). It concerns the management in the learning process including some activities such as practical planning, reviewing, and manipulating knowledge in the real situation. Direct strategies are divided into three sub-categories: memory strategies, cognitive strategies, and compensation strategies. Based on the findings revealed male and female students used all types of direct strategies, the detail was shown below:

1) Memory Strategies

Memory strategies are direct strategies that enable the learners storing, remembering, and retrieving new information of L2 learning. The memory strategies help learners link L2 items and concepts with another such as they can retrieve new information through orderly string (acronym), sounds (rhyming), images (meaning and messages), and location pages. Based on the findings of the interview revealed male students used creating mental linkage (ask teacher, put the word in sentence and making group discussion), applying image and sound (represent sound and read books to remember the words), reviewing well (review words and review grammar), and employing action (keep silent and pay attention when their teacher explains the lesson). On the opposite hand, female students used creating mental linkage (ask teacher and friends to explain the lesson), applying image and sound (listen to music, and watch English video, read books and comics), reviewing well (review the English lesson, and the difficult words), and employing action (pay attention to their teacher while they are explaining the lesson).

Based on the results of the SILL questionnaire in part A, the researcher found that 68% of male students applied memory strategies. On the other hand, 76% of female students used memory strategies in learning English. It can be indicated that female students used these strategies rather than male students. The detail was displayed below:

Table 1: The Percentage of Male and Female used Memory Strategies.

No	Learning strategy in learning English base on memory strategies	Male		Female		N
		Use (N/%)	Don't use (N/%)	Use (N/%)	Don't use (N/%)	
Creating mental linkage						50
1	Placing new words into a context	21/84%	4/16%	22/88%	3/12%	
2	Grouping	15/80%	10/20%	17/68%	8/32%	
Average		18/72%	7/28%	19/76%	6/24%	
Applying image and sound						
3	Using imagery	18/72%	7/28%	20/80%	5/20%	
4	Applying picture	16/64%	9/32%	18/72%	7/28%	
5	Semantic mapping	17/68%	8/32%	15/80%	10/20%	
Average		17/68%	8/32%	18/72%	7/28%	

Reviewing well						
6	Structural reviewing	15/80%	10/20%	18/72%	7/28%	
7	Structural reviewing	18/72%	7/28%	20/80%	5/20%	
Average		17/68%	8/32%	19/76%	6/24%	
Employing action						
8	Physical response	16/64%	9/36%	19/76%	6/24%	
Total average		17/68%	8/32%	19/76%	6/24%	

N = Number of participants*

2) Cognitive Strategies

Cognitive strategies are strategies that the learners can manipulate and transform the English language in a direct way. It helps the learners a lot to understand and produce new language. These strategies consist of practicing, receiving and sending messages, analysing and reasoning, and creating structure input and output. Based on the findings of the interview revealed that male students used practicing (combine between Lao and English language regularly, and sing a song), receiving and sending messages (find the meaning of the words by using some resource as Oxford dictionary), analysing and reasoning (analyze contrastively and analyse expression), and creating structure input and output (take note, highlight on the new words and grammatical structures). On the other hand, female applied practicing (practice with the sound, and practice by themselves and friends), receiving and sending messages (use a dictionary or Google Translate to find the meaning of the words and ask their friends and teachers), analysing and reasoning (translate the whole sentence and reason deductively), and creating structure input and output (take note, highlight and summarize the lesson).

Based on the results of the SILL questionnaire in part B consisted of nine questions related to cognitive strategies. This questionnaire showed that 72% of male students and 68% of female students applied cognitive strategies. Therefore, it can be indicated that male students tend to use cognitive strategies rather than female students. The detail was displayed below:

Table 2: The Percentage of Male and Female used Cognitive Strategies.

No	Learning strategy in learning English base on cognitive strategies	Male		Female		N
		Use (N/%)	Don't use (N/%)	Use (N/%)	Don't use (N/%)	
Practicing						50
1	Repeating and writing	20/80%	5/20%	18/72%	7/28%	
2	Practice with writing and sound system	18/72%	7/28%	16/64%	9/36%	
Average		19/76%	6/24%	17/68%	8/32%	
Reviewing and sending message						
3	Using resource	20/80%	5/20%	19/76%	6/24%	
4	Using resource	15/60%	10/40%	17/68%	8/32%	
5	Getting ideas quickly	19/76%	6/24%	15/60%	10/40%	
Average		18/72%	7/28%	17/68%	8/32%	
Analyzing reasoning						
6	Reason deductively	16/64%	9/36%	14/56%	11/44%	
7	Analyze constructively	18/72%	7/28%	17/68%	8/32%	
Average		17/68%	8/32%	16/64%	9/36%	
Creating structure for input and output						
8	Taking notes and highlighting	22/88%	3/12%	23/92%	2/8%	
9	summarizing	14/56%	11/44%	13/52%	12/48%	
Average		18/72%	7/28%	18/72%	7/28%	
Total average		18/72%	7/28%	17/68%	8/32%	

N = Number of participants*

3) Compensation Strategies

Compensation strategies help learners overcome the difficulties in learning because students have limited knowledge about the target language. It provides two categories such as guessing intelligently and overcoming limitations in speaking and writing. Based on the findings of the interview revealed male students applied guessing intelligently (guess the meaning of sentence) and overcoming limitations in speaking and writing (combine language and gestures to communicate with others and using a synonym). On the other hand, female students applied guessing intelligently (guess the meaning of sentence) and overcoming limitations in speaking and writing (combine English and Lao language, use similar words, and use gestures to flow the communication smoothly).

Based on the results of the SILL questionnaire in part C covered seven questions about compensation strategies. This part can be seen that the maximum percentage of male students who applied compensation strategies are 68%. On the other hand, the female students used compensation strategies total 60%. It means that male students used these strategies more than female students. The detail was displayed below:

Table 3: The Percentage of Male and Female used Compensation Strategies.

No	Learning strategy in learning English base on compensation strategies	Male		Female		N
		Use (N/%)	Don't use (N/%)	Use (N/%)	Don't use (N/%)	
Guessing intelligently						50
1	Guessing Intelligently	18/72%	7/28%	16/64%	9/36%	
2	Guessing Intelligently	20/80%	5/20%	15/60%	10/40%	
3	Guessing Intelligently	14/56%	11/44%	17/68%	8/32%	
Average		17/68%	8/32%	16/64%	9/36%	
Overcoming limitation in speaking and writing						
4	Adjust and approximate the message	15/60%	10/40%	13/52%	12/48%	
5	Selecting the topic.	17/68%	8/32%	10/40%	15/60%	
6	Adjust and approximate the message	18/72%	7/28%	17/68%	8/32%	
7	Synonyms	19/76%	6/24%	15/60%	10/40%	
Average		17/68%	8/32%	14/56%	11/44%	
Total average		17/68%	8/32%	15/60%	10/40%	

N = Number of participants*

b. Indirect Strategies

Indirect strategies are useful for all language learning situations and applicable four language skills as reading, writing, listening, and speaking. The indirect strategies focus on a convenient psychological climate that provides the learners with a suitable environment for learning language and make it easier. It supports and manages language learning indirectly. The indirect strategies consist of three sub-categories: meta-cognitive strategies, affective strategies, and social strategies. Based on the findings revealed male and female students used all types of indirect strategies, the detail was shown below:

1) Meta-cognitive Strategies

Meta-cognitive strategies refer to beyond, beside, or with the cognitive. It allows the students to evaluate their language learning patterns and coordinate the learning process. These strategies break down into three categories namely: centering the learner's learning, arranging and planning the learner's learning, and evaluating the learner's learning. Based on the findings of the interview revealed male students applied centering the learner's learning (pay attention regularly, delay speech production to focus on listening and join activities), arranging and planning the learner's learning (organize their daily learning), and evaluating the learner's learning (self-evaluate in the learning process). On the opposite hand, female students applied centering the learner's learning (pay attention to teachers elaborate material and delay speech production to focus on listening), arranging and planning the learner's learning (organize themselves for reviewing the lesson), and evaluating the learner's learning (self-evaluate in the learning process).

Based on the results of the SILL questionnaire in part D covered nine questions about meta-cognitive strategies. The results showed that 64% of male students applied these strategies. On the other hand, 68% of female students applied these strategies in their learning English. It can be seen that female students used these strategies more than male students. The detail was displayed below:

Table 4: The Percentage of Male and Female used Meta-Cognitive Strategies.

No	Learning strategy in learning English base on meta-cognitive strategies	Male		Female		N
		Use (N/%)	Don't use (N/%)	Use (N/%)	Don't use (N/%)	
Centering the learner's learning						50
1	Pay attention	17/68%	8/32%	20/80%	5/20%	
2	Pay attention	20/80%	5/20%	18/72%	7/28%	
3	Pay attention	14/56%	11/44%	16/64%	9/36%	
Average		17/68%	8/32%	18/72%	7/28%	
Arranging and planning the learner's learning						
4	Finding out about language learning	16/64%	9/36%	18/72%	7/28%	
5	organizing	12/48%	13/52%	15/60%	10/40%	

6	Seeking practice opportunity	18/72%	7/28%	14/56%	11/44%	
7	Setting goal and objective	14/56%	11/44%	13/52%	12/48%	
Average		15/60%	10/40%	15/60%	10/40%	
Evaluating the learner's learning						
8	Self-monitoring	17/68%	8/32%	20/80%	6/20%	
9	Self-evaluation	15/60%	10/40%	16/64%	9/36%	
Average		16/64%	9/36%	18/72%	7/28%	
Total average		16/64%	9/36%	17/68%	8/32%	

N = Number of participants*

2) Affective Strategies

The affective strategies refer to learners can control and manage their emotions, attitudes, and values. These strategies provide three types such as: lowering the learner's anxiety, encouraging yourself, and taking emotional temperature. Based on the findings of the interview revealed that male students applied lowering the learner's anxiety (do some activities for relaxing), encouraging yourself (positive thinking and learning from the mistake), and taking emotional temperature (discuss the feeling with someone). On the other hand, female students applied lowering the learner's anxiety (watch movies, eat some foods, take a break, and listen to music), encouraging yourself (give positive statements when they found the problem and seeing the mart English person to be model), and taking emotional temperature (discuss feelings with someone).

Based on the results of the SIIL questionnaire in part E covered nine questions revealed that 48% of male students used affective strategies and 56% of female students applied these strategies. It can be seen that female students used these strategies more than male students. The detail was displayed below:

Table 5: The Percentage of Male and Female used Affective Strategies.

No	Learning strategy in learning English base on affective strategies	Male		Female		N
		Use (N/%)	Don't use (N/%)	Use (N/%)	Don't use (N/%)	
Lowering the learner's anxiety						
1	Deep breathing	6/36%	19/64%	9/36%	16/64%	
2	Doing activities	11/44%	14/56%	14/56%	11/44%	

3	Listen to music and watching TV	20/80%	5/20%	22/88%	3/12%	50
Average		12/48%	13/52%	15/60%	10/40%	
Encouraging yourself						
4	Taking risk wisely	13/52%	12/48%	16/64%	9/36%	
5	Giving reward	9/36%	16/64%	12/48%	13/52%	
6	Build positive statements	11/44%	14/56%	15/60%	10/40%	
Average		11/44%	14/56%	14/56%	11/44%	
Taking emotion temperature						
7	using checklist	12/48%	13/52%	16/64%	9/36%	
8	Discussing feeling to someone	15/60%	10/40%	18/72%	7/28%	
9	Write language learning diary	3/12%	22/88%	5/20%	20/80%	
Average		10/40%	15/60%	13/52%	16/64%	
Total average		11/44%	14/56%	14/56%	11/44%	

N = Number of participants*

3) Social Strategies

Social strategies refer to the learners can learn with others and it also helps learners to understand the L2 culture. These strategies classified into three sub-categories: asking a question, cooperating with others, and empathizing with others. Based on the findings of the interview revealed male students applied asking a question (ask for clarification and ask for correction), cooperating with others (cooperate with peers), and empathizing with others (aware of other's thoughts). On the other hand, female students applied asking a question (asking for clarification), cooperating with others (cooperate with peers), and empathizing with others (aware of the other's thoughts).

Based on the results of the SILL questionnaire in part F consisted of nine questions. It can be seen that 56% of male students used social strategies and 64% of female students used these strategies. It can be seen that female students used these strategies more than male students. The detail was displayed below:

Table 6: The Percentage of Male and Female used Social Strategies.

No	Learning strategy in learning English base on social strategies	Male		Female		N
		Use (N/%)	Don't use (N/%)	Use (N/%)	Don't use (N/%)	
Asking question						50
1	Asking for clarification	17/68%	8/32%	19/76%	6/24%	
2	Asking for verification	15/60%	10/40%	17/68%	8/32%	
Average		16/64%	9/36%	18/72%	7/28%	
Cooperating with other						
3	Cooperating with peer	17/68%	8/32%	18/72%	7/28%	
4	Cooperating with proficient user	13/52%	12/48%	14/56%	11/44%	
5	Cooperating with other	9/36%	16/64%	13/52%	12/48%	
Average		13/52%	12/48%	15/60%	10/40%	
Empathizing with other						
6	Becoming aware to others' thoughts and feelings	18/72%	7/28%	20/80%	5/20%	
7	Asking in English	12/48%	13/52%	14/56%	11/44%	
8	Developing cultural understanding	10/40%	15/60%	13/52%	12/48%	
Average		13/52%	12/48%	15/60%	10/40%	
Total average		14/56%	11/44%	16/64%	9/36%	

N = Number of participants*

3.1.2. The Dominant Types of Learning Strategies Used by Male and Female Students

From the analysing data, the researcher found that six types of learning strategies purposed by the Oxford theory showed there are 18 people or 72% of male students used cognitive strategies. It is the highest number of male students applied learning strategies more than other strategies. Thus, it means that the dominant types of learning strategies applied by male students at the Faculty of Linguistics and Humanities, Savannakhet University is cognitive strategies. On other the hand, the dominant types of learning strategies used by female students at the Faculty of Linguistics and Humanities, Savannakhet University is memory strategies which there are 19 people or 76% of female students used in their learning

language. It is the highest number of female students applied memory strategies more than other strategies. The detail was displayed below:

Table 7: The Dominant Learning Strategies used by Male and Female Students.

No	Learning Strategies used by Students	Male		Female	
		Number of Participants (25)	Percentage	Number of Participants (25)	Percentage
1	Memory strategies	17	68%	19	76%
2	Cognitive strategies	18	72%	17	68%
3	Compensation strategies	17	68%	15	60%
4	Meta-cognitive strategies	16	64%	17	68%
5	Affective strategies	11	44%	14	56%
6	Social strategies	14	56%	16	64%

3.2. Discussion

In this research, the findings showed both male and female students at the Faculty of Linguistics and Humanities, Savannakhet University applied two types of learning strategies (direct strategies and indirect strategies) because learning English is not only learn for passing daily, weekly, or examination, but they consider to apply it in their real life and works. Therefore, students need to do everything and put any techniques to help them acquire the skills and English knowledge.

The findings are supported by the theory of Oxford (1990). She has classified learning strategies into two categories such as direct strategies (memory strategies, cognitive strategies, compensation strategies) and indirect strategies (meta-cognitive strategies, affective strategies, and social strategies) she claims that direct strategies are concerned with the management in learning process of learners which involved some activities such as practical planning, reviewing, and manipulating knowledge in the real situation. Whereas the indirect strategies are concerned with the learners to coordinate the learning process and learners' emotional climate. It

consisted of some activities such as needs assessment, activities planning, monitoring, and outcome evaluation.

The findings of previous studies of Ansyari et al (2016), Mahmud et al (2018), and Mahayu (2015) are similar to the current study in part of the subjects and the appropriateness of using theories. The writer assumed that in learning English process of EFL students, they learn English either compulsory or the major subject. Students have to apply strategies to assist and facilitate those acquiring knowledge and resolve problems. By applying these, students are progressed to use strategies to achieve their goals. In addition, using learning strategies are also indicates the learners' behaviours, characters, and learning style of the learners dedicated to their learning. It is in line with Richards and Platt's theory (1992) who determines learning strategies are intentional behaviour and thought of learners to help them understand as well as remember new information.

In addition, the findings of this study are also consistent with Fauziati et al (2019). In this current study, the researcher realized that EFL students used compensation strategies to overcome the limitation of language knowledge. They used it in case of forgetting the target words. This case occurred when the speakers tried to communicate with the partners in English language, but they cannot use the target language well. Consequently the switching between the source language and target language happened suddenly. Furthermore, the learners are also rechecking the grammatical error. This statement is in line with Fauziati (2019) using compensation strategies are to make up for an inadequate repertoire of lexical and grammatical knowledge.

Furthermore, the findings of the interview found students are progressing in learning English as well as develop skills. The researcher realized that students used learning strategies to develop and enhance language knowledge. They practiced English with the teachers and friends by careless grammar mistakes. These statements are consistent with Fauziati (2013) learning strategies are students' individual approach to complete tasks. Besides that, students also practice writing by writing some short stories and sentences based on sample structure. Since students always practice English in several ways, the results of their effort are progressed significantly. These findings are in line with Zimmerman (1986) the

success of learners is affected by using learning strategies and aware of how to select the suitable one.

In this research, the writer realized that students employed learning strategies in daily learning. They are possible to get the achievement because the strategies can apply in every learning situation. The strategies help and facilitate the learners to understand the lesson faster which in line with Oxford (1990) using learning strategies, students can learn English easier, faster, more enjoyable, more self-directed, more effective, and more transferable. In addition, using strategies, the learners can overcome some skills that they missed as such students use guessing the meaning when they cannot translate and use gestures when they forget the words while they are speaking.

In addition, the findings of the special issue are consistent with the theory of Schumacher and Deshler (1992) in Fauziati (2013) state learning strategies are an individual's way of organizing and using a particular set of skills to learn content or complete other tasks effectively and efficiently. The researcher realized that the students in this study used their ways to learn English. The techniques they applied to acquire knowledge sometimes is in form of a direct way and sometimes is in form of an indirect way. The overall of using strategies depended on the suitability of each other and the condition of using them. Hence, the statements above are reflected the difference in dominant types of learning strategies used by male and female students.

Besides that, the findings of the current study are consistent with the previous findings of Dreyer and Oxford (1996) the results revealed female students used strategies and used meta-cognitive strategies rather than male students as same as Ehrlich (2001) agree that female students have possible superiority in their second language learning process. The researcher assumed that female students have different characteristics, intentions, and put their learning style in learning English, therefore the results of using strategies are quite different from male students. Moreover, Samiyan's work (2015) has emphasized there is significant of the difference between male and female students based on using learning strategies. It

can be emphasized the difference of using learning strategies by male and female students in this study.

4. CONCLUSION

Overall, the researcher can be concluded that learning strategies are very important for students in learning language. Students used these learning strategies for developing and enhancing their English competence. Based on the findings revealed male and female students at the Faculty of Linguistics and Humanities, Savannakhet University (SKU) used all types of learning strategies purposed by Oxford (1990) namely memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. Furthermore, the findings showed the dominant types of learning strategies applied by male students are cognitive strategies and the dominant types of learning strategies employed by female students are memory strategies. Based on the statement above, both students (male and female) tend to progress in learning English and use learning strategies increasingly. They are aware of their role in the learning process. They did not use strategies only in class but also at home. Besides that, teachers are an important factor stimulated students to use the strategies. The teachers' teaching patterns are appropriated for students in using strategies. Additionally, teachers have promoted learning strategies to their students. Consequently, the results of learning English are so progressive.

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